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ABSTRACT

Examining the educational system of Cuba, this publication discusses its educational history; structure; grading system; school finance; legal requirements; educational administration; elementary and secondary school programs; teacher education; university programs; administration, admission requirements and fields of study in higher education; adult education programs; some recent educational developments; and number of students and teachers by level and type of instruction during 1974-75. Also included are a glossary of Spanish educational terms with English definitions and a selected reading list. (Author/RM)

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CUBA

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THE COUNTRY AND THE PEOPLE

Official Name: Republic of Cuba.
Location: Northern Caribbean area, 90 miles south of Key West, Fla.
Size: 44,218 square miles.
Administrative Subdivisions: 6 Provinces, 58 regions, 321 municipalities.
Official Language: Spanish.
Population: 8.9 million (1973 estimate, based on 1970 census).
People: Principally of Spanish and African descent.
Literacy Rate: 96.1 percent (1970 census).
Type of Government: Communist.
Religion: Before the 1959 Revolution, 85 percent traditionally Roman Catholic; remainder Protestant, Jewish, and of Afro-Cuban faiths.

THE BASIC SYSTEM

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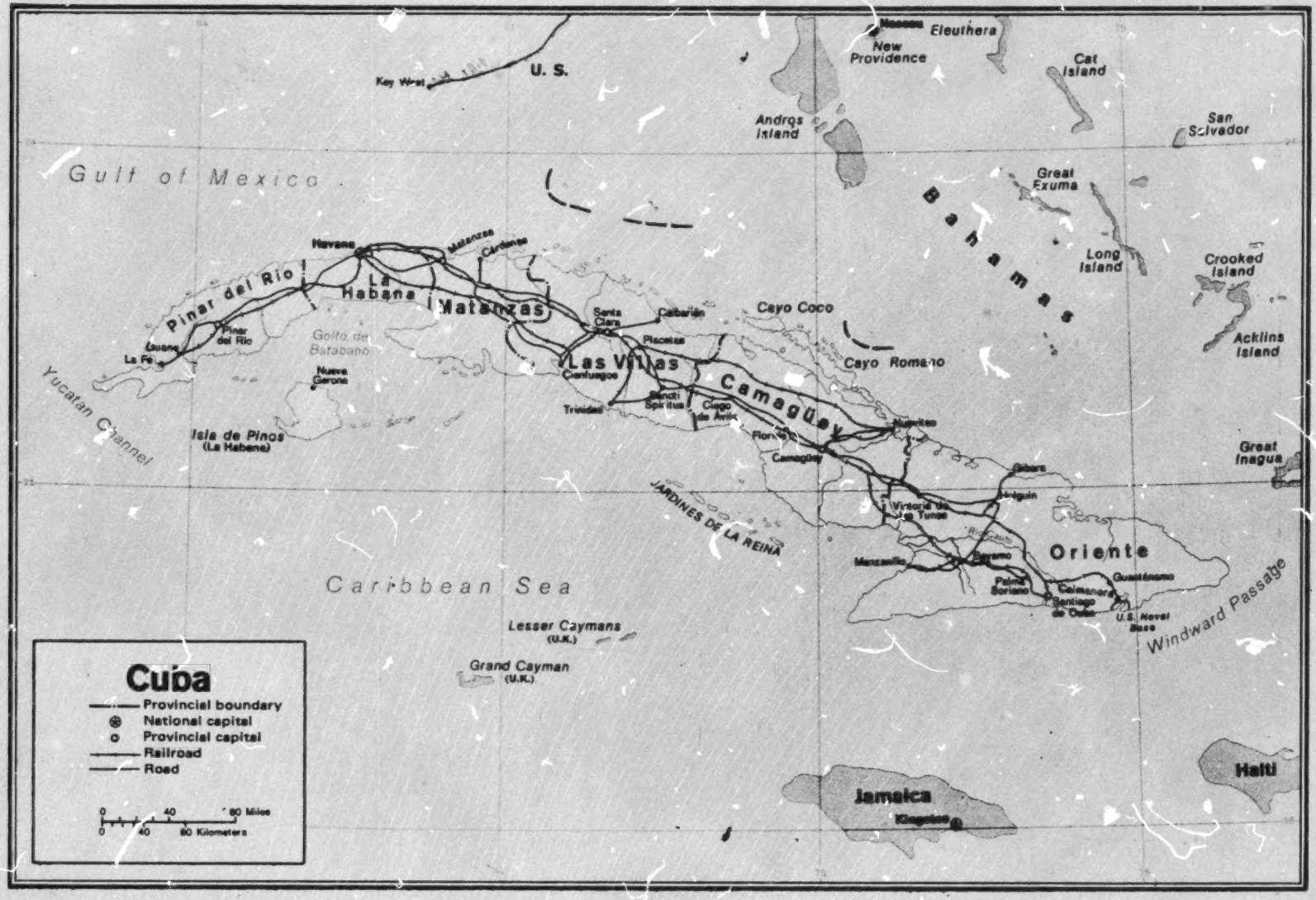
The Cuban national educational complex has undergone significant changes in the past 16 years of revolutionary and social reconstruction under the government that came to power in 1959 led by Fidel Castro. The goals of these changes include improving educational opportunities for all persons, developing the skills necessary to improve the industrial and agricultural output, and inculcating and reinforcing the new value system that calls for self-denial and collective responsibility. There are, accordingly, a greater number of children and adults attending a greater variety of schools and educational programs than ever before in Cuba.

History

Over the past century, Cuban educational development has been strongly influenced by the requirements of sugar production and by dependent political, economic, and cultural relationships with foreign powers.

During the Spanish colonial period (1511 to 1898), the educational system consisted of private, religious schooling in seminaries and convents and of professional training at the public University of La Habana (founded in 1728). Public primary and secondary education, initiated in 1842, was generally neglected, and the war of independence (1895–98) left nearly half the schools in ruins.

After the Spanish-American war led to Cuba's


Gulf of Mexico
Caribbean Sea
Yucatan Channel
Golfo de Batabano
Key West
U. S.
Nassau
New Providence
Eleuthera
Cat Island
San Salvador
Andros Island
Great Exuma
Long Island
Crooked Island
Acklins Island
Bahamas
Cayo Coco
Cayo Romano
Havana
Matanzas
Cárdenas
Pinar del Río
La Habana
Santa Clara
Caibarién
Placetas
Las Villas
Cienfuegos
Trinidad
Sancti Spíritus
Ciego de Avila
Camagüey
Nuevitas
Gibara
Holguín
Victoria de las Tunas
Manzanillo
Bayamo
Oriente
Palma Soriano
Guantánamo
Caimanera
Santiago de Cuba
U.S. Naval Base
Windward Passage
Great Inagua
Isla de Pinos (La Habana)
Jardines de la Reina
Lesser Caymans (U.K.)
Grand Cayman (U.K.)
Jamaica
Kingston
Haiti
Cuba
Provincial boundary
National capital
Provincial capital
Railroad
Road
0 40 80 Miles
0 40 80 Kilometers

CUBA: 1974

liberation from Spanish rule, there were two periods of U.S. administration (1898–1902 and 1906–09) during which U.S. authorities gave high priority to creating a mass public school system. Their efforts to replace the Spanish educational model with their own had some initial success, but after 1909 the autonomous Cuban educational system based on Spanish and Latin American models was installed. However, by 1959, after the world depression of the 1930's and the political instability of the 1940's and 1950's, Cuban schools had become seriously deficient: only 35 percent of the total school-age population (ages 5 to 19) received instruction, and of this group some 35 percent attended private schools. Of those enrolled in public schools, only 65 percent actually attended on a regular basis; and of those beginning first grade, 66 percent never went beyond third grade.

Cuba's large-scale efforts for educational change since 1959 should be viewed against the shortcomings of the previous educational system, the exodus of over half the Nation's skilled educational manpower, and the revolutionary government's ambitious goals for basic socioeconomic and educational reconstruction. School enrollment ratios after 1960 indicate substantial improvements in universalizing education at the first and second levels, but problems of low internal efficiency and great differences between urban and rural dropout rates continue. Although the fundamental structure of the educational system has changed only little, the content and often the methods and rewards for study have changed greatly.

Structure

Cuba's national educational system comprises a traditional formal school system and a parallel nonformal sector. The former consists of (1) preschool education (2 years); (2) elementary education (6 years); (3) basic secondary education (4 years) or parallel programs in lower technical education (3 years) or elementary teacher training (5 years); (4) pre-university, vocational, or other upper secondary education (3 or 4 years); and (5) university and other postsecondary programs (of varying lengths). Included within this framework are programs in special education for youth with physical, mental, and behavioral problems, and in teacher training for elementary and secondary schools and for special and physical education. (See chart.)

The parallel nonformal sector is designed to implement the national policy that views education as a task for the entire society. It includes instructional activities for children, youth, and adults, developed by mass organizations *(las organizaciones de masas)*,[1] government agencies, the military, and community bodies. It seeks to reinforce and supplement the work carried out in the formal school system and carries a high and growing priority. Included in this parallel and nonformal sector are programs of (1) Youth Movement Education, including work-study activities for 13- to 16-year olds with low educational attainment levels, and (2) Adult Education, including language instruction for adult workers and the Worker-Farmer Education Program, which provides education from the elementary through the higher secondary level preparing for university study.[2]

Grading System

The grading system, introduced in the early 1960's, uses the following grades *(calificaciones)*:

90–100	=	*Sobresaliente* (excellent)
80–89	=	*Aprovechado* (above average)
70–79	=	*Aprobado* (passing)
Below 70	=	*Desaprobado* (failure)

Language of Instruction

Instruction at all levels is in Spanish.

Academic Calendar

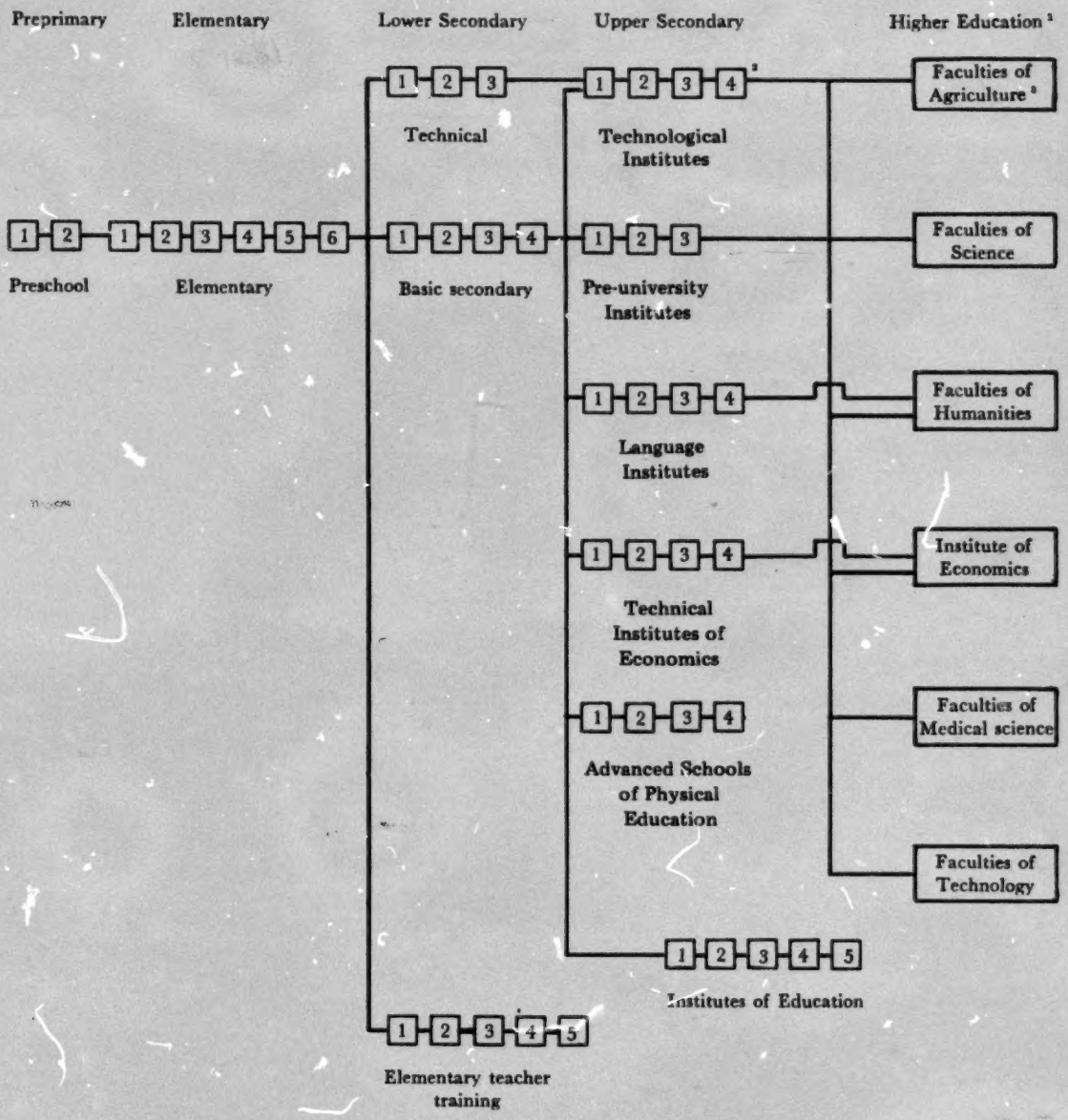
The academic year for primary schools begins in early September and ends in late June with a 10-week summer vacation. Classes are held from Monday through Friday with Saturdays dedicated to teacher preparation and inservice training activities. Basic secondary schools are in session from early September to mid-July, with a 7-week summer vacation. Secondary school classes are held from Monday through Saturday.

The school fiscal year begins in January.

[1] "Mass organizations" include such groups as the Committees for Defense of the Revolution, the Federation of Cuban Women, the National Association of Small Farmers, and the Confederation of Cuban Workers.

[2] Certain programs in the parallel system of education are discussed in—Raúl Ferrer Pérez. *Innovating Experiments in Education in Cuba.* UNESCO, 1971. Mimeograph.

Structure of the National Education System: 1974–75



[1] Only university programs are shown here. Other higher education institutions include a separate Institute of Economics, the Andrés González Higher School of Fishing, a University Center at Camagüey (to become the University of Camagüey), and university branches at agricultural, mining, and industrial work centers.

[2] Graduates may enter faculties appropriate to their field of study.

[3] Combined with Fishing Science in the University of Havana and with Science (Agro-Science) in the University Central de Las Villas.

SOURCE: Adapted from: Cuba, Ministry of Education. *Organización de la Educación*, 1973–1975. Havana: the Ministry, 1975. p. 24.

Finance

Resources devoted to educational activities in the formal school sector come primarily from the Central Government, through the Central Planning Board (*Junta Central de Planificación*, or JUCEPLAN) to the Ministry of Education. Significant financial and voluntary labor inputs are also made to both formal and nonformal educational programs by members of mass organizations, school councils, parent organizations, factories, and other work centers. Capital-investment requests, in accordance with the Ministry of Education's plans for educational development, are submitted to the Central Planning Board for evaluation within the overall national plan.

As the concept of universal study for children, youth, and adults has been applied since 1959, total educational costs have increased appreciably. Annual amounts in the state educational budget for selected years from 1958 to 1969 were as follows:

Year	*Total (in millions of pesos)*[1]
1958	77
1959	90
1961	128
1962	270
1963	283
1964	285
1965	294
1966	303
1967	332
1968	283
1969	290

[1] One peso equals $1.00 ($1.20 after 1971).
SOURCE: Fidel Castro. Speech on July 26, 1970.

A marked increase occurred in the ensuing years, according to Cuban Government figures, to 351 million pesos in 1970, 495 million in 1972, and 657 million in 1973. The estimated figure for 1974 was 735 million pesos,[3] which was more than the entire budget of the Republic before 1959. Cuba's heavy fiscal commitment for education is further indicated in the ratio of outlay for education in proportion to national income, which a Cuban source estimated at 7.0 percent in 1970.[4]

Legal Basis and Requirements

With the Law on the Nationalization of Education of July 6, 1961, the state terminated and absorbed the private educational sector and created a single, free, nationwide educational system open to all children. Books and supplies are issued without charge, and a national system of scholarship and other material aid is in operation. Scholarship aid provides students with a cash stipend to supplement free studies, materials, and boarding. This direct subsidy has enabled many poor and rural students to continue their studies which, while completely free, do prevent their earning full-time wages. In 1974–75, approximately 300,000 students received scholarships.

The March 25, 1972, Resolution on Secondary School Grade Repetition provided that if nonworking-age students repeated the same grade more than twice, they would be transferred to either a shop school or to the *pre-columna*, a rural work-study program in the nonformal educational sector. If the student was of working age (i.e., 17 or over), he was to be sent to the regional Ministry of Labor delegation for placement in productive labor. Application of this resolution was suspended for the 1973–74 school year pending formulation and substitution of new directives with wider scope.[5]

Attendance in elementary school has been compulsory up through the sixth grade. Proposed new legislation may require all youth to attend school up to the 9th grade, and ultimately through grade 12, and incorporate military training and productive labor into the compulsory educational program.

Administration

Following recommendations of a study commission made up of teachers, technicians, leaders, and others, Law 1235 of June 28, 1971, restructured the administrative organization of the Ministry of Education. New vice ministries were created with the stated aims of (1) securing more efficient use of human and material resources, (2) achieving greater institutionalization of leadership bodies, and (3) combating bureaucratic tendencies.

The administration of Cuban education is highly centralized with respect to policy decisions and overall directives, but decentralized in program operations at the provincial, regional, and local levels.

[3] Cuba, Ministry of Education, *Organización de la Educación, 1973–1975*. La Habana: the Ministry, 1975. p. 142. Cuba's report to the XXXVth International Conference on Education of the International Bureau of Education, held in Geneva, Switzerland, in September 1975.
[4] *Bohemia*, no. 26, 1970.
[5] Cuba, Ministry of Education. *Organización de la Educación*, 1971–73. La Habana: the Ministry, 1973. pp. 13 and 151–52.

Contributions of mass organizations to the yearly work plans of the technical and administrative structures of the Ministry of Education are channeled through the Council of the Popular Agencies of Education *(Los Orgcnismos Populares de la Educación)*. Both yearly and prospective plans reflect the directives of educational policy laid down in April 1971 by the First National Congress of Education and Culture, representing a wide spectrum of organizations, groups, and individuals concerned with education.

In addition, school councils are organized at national, provincial, regional, municipal, and school levels of leadership. Made up of parents, teachers, and representatives of student, political, and mass organizations, they work closely with school administrators in all schools throughout the country on problems of school-community relations, ideological development, and involvement of students in productive labor.

ELEMENTARY EDUCATION

Preprimary

Círculos infantiles (literally, infant circles) combine child care and kindergarten programs for 4- and 5-year olds. Enrollment is optional and totals about 50,000. Originally established to care for small children while their mothers worked, the *círculos* have increasingly emphasized guided activities for play, language skills, music, and art. They are under the direction of the *Federación de Mujeres Cubanas* (Federation of Cuban Women).

Primary

Elementary schooling, grades 1 to 6, is both free and compulsory. A basic curriculum of language arts, mathematics, social studies, and science is offered, with the addition of instruction in Marxist-Leninist theory, adapted to Cuban conditions. Where possible, elementary pupils also spend up to 2 hours daily in agricultural work in school gardens.

There are significantly more children attending elementary school now than before 1959. There are also more schools and teachers; and the pupil-teacher ratio has dropped. Whereas only 51 percent of the first-year primary school-age children attended school in 1959, the figure for 1972 approached 98 percent. In 1975, the Cuban Government reported that 99.5 percent of the 6–12 age group attended school for at least part of the school year. Serious problems in elementary education persist, however. Prime Minister Castro, for example, has expressed alarm at the number of repeaters and over-age students in each grade, especially in the rural areas. Also, staff classified as primary teachers often have no more than a tenth-grade education, and, although schools are now far better equipped than before 1959, the quantity of books and other supplies is frequently insufficient.

There is an especially heavy emphasis on improving elementary education in rural areas in order to eliminate the elitism that disproportionate attention to urban education had fostered. Schools are being built in areas that, before 1959, had been educationally impoverished.

LOWER SECONDARY EDUCATION

Upon completing elementary school, students are urged to continue their education up to age 17 as a "moral obligation." Three secondary-level paths are open to them, namely, enrollment in (1) the 4-year basic secondary school, (2) a 3-year lower secondary technical school, or (3) a 5-year teacher training school for preparation of elementary school teachers (discussed under Teacher Education), which combines instruction at the lower and upper secondary levels.

Basic Secondary School

On the average, approximately one out of every six students who entered elementary school in the last 10 years has subsequently entered the 4-year basic secondary school *(escuela secundaria básica)*, and only about one out of four students who enter the basic secondary schools graduates from them. Basic secondary education of 4 years (3 years in the mid-1960's) is a combination of academic and practical studies. The student as a rule takes courses in agricultural-livestock production, biology, chemistry, geography, history, mathematics, physics, polytechnical instruction, and Spanish. The humanities, in contrast to prerevolutionary education, play a minor role.

Beginning in the 1960's and continuing into the 1970's, all basic secondary students regularly interrupted their studies for 45 days to work in agricultural production in the country at the *escuelas al campo* (literally, schools to the country-

side). The *escuelas al campo*, an integral part of the educational program, sought the systematic, organized integration of young people into productive work. The program is now being phased out and will be replaced by a large number of coeducational lower secondary boarding schools in rural areas. These new institutions, called *escuelas en el campo* (literally, schools in the countryside)—not to be confused with the *escuelas al campo*—enable students to live, work, and study in a rural environment. This integration of manual labor and study reflects a fundamental goal of the Revolution. A target of 300 schools in the countryside for 1975 has been set, and for 1980 there is a goal of 1,000.[6]

Those completing the basic secondary school may proceed to the various types of upper secondary institutions (described later).

Technical Schools

As an alternative to basic secondary education, students may enroll in 3-year technical schools *(escuelas tecnológicas)* following completion of the 6-year elementary school. These offer a combination of general education and training in various technical specialties, as, for example, in navigation and fisheries, commercial studies, and mechanical fields. This training leads to two levels of qualification, designated as those of skilled worker and middle-level technician, corresponding, respectively, to completion of the 2d and 3d years of the basic secondary course.[7] Students completing programs in the technical schools may continue their studies in the 4-year technological institutes.

UPPER SECONDARY AND PRE-UNIVERSITY EDUCATION

Pre-University Institutes

The programs of pre-university institutes *(institutos pre-universitarios)* typically cover a 3-year period; i.e., grades 11, 12, and 13. Some institutes in the mid-1960's distributed a 2-year study content program over 3 years in order to offer military training as well. Depending upon the emphasis of particular programs, subjects studied include agriculture, biology, chemistry, foreign languages, general science, mathematics, physical education, physics, political economy, and Spanish. Graduates of pre-university institutes may enter university faculties appropriate to the emphasis of their pre-university studies.

Other Upper Secondary Schools

In addition to the 3-year pre-university institutes, there are 4-year institutions offering upper secondary programs. These include Technological Institutes, Language Institutes, Technical Institutes of Economics, and Advanced Schools of Physical Education. The Institutes of Education located within the universities also offer 5-year combined programs at upper secondary and post-secondary levels to prepare for secondary teaching (as discussed under Teacher Education). The Language Institutes may lead to entrance to a university faculty of humanities; and the Technical Institutes of Economics may lead to entrance to a university faculty of economics. The Technological Institutes have been established principally to train middle-level specialists in fields relating to engineering and agriculture, but may also lead to entrance into an appropriate university faculty or program.

Efforts to expand secondary schooling and give it strong technical and developmental orientation have included awards of state scholarships since 1962. Scholarships providing the kind of financial subsidies previously described are increasingly awarded to students willing to enter secondary education programs that prepare technical manpower in priority areas of economic and social development. For 1974–75, for example, 27,500 scholarships *(becas)* went to students attending the 42 new *escuelas secundarias básicas en el campo*, the 13 *institutos pre-universitarios en el campo*, and numerous *escuelas vocacionales* and *institutos tecnológicos*. Two specialized secondary institutions receiving many scholarship students are the Institute of Electronics "Eduardo García Delgado" in Havana and the Institute of Refrigeration "Lázaro Cárdenas" recently opened in Las Villas Province and constructed with the help of UNESCO and the Swedish Government.

TEACHER EDUCATION

Since the rapid expansion of educational opportunities after 1959 and the aforementioned exodus

[6] More detailed information on the *escuelas en el campo* program and its background is given in—Max Figueroa, Abel Prieto, and Raúl Gutiérrez. *The Basic Secondary School in the Country: an Educational Innovation in Cuba*. Paris: The Unesco Press, 1974. Study prepared for the International Bureau of Education, UNESCO, by the Educational Development Centre in Havana.

[7] Ibid., p. 13.

of educational manpower, Cuba has experienced a continuing teacher shortage at all levels. Increasing the number of teachers available and upgrading provisional nonprofessionally trained teachers *(populares)* are, accordingly, continuing educational priorities.

Elementary Schools

Prospective elementary school teachers are trained in a 5-year course offered in boarding schools to students who have completed elementary school. Training is divided into three stages: the first year is spent at the Minas de Frío Center in rural Oriente; the second and third years at the Manual Asunce Domenech School for Primary Teachers at Lópes de Collantes in a mountainous area of Las Villas Province; and the final 2 years at the Makarenko Teachers Institute (a private Catholic university before 1961) outside Havana. The first 3 years of study generally parallel the courses offered in grades 7, 8, and 9 of the regular school system, and the last two are divided between general education studies and supervised student teaching.

Populares, or nonprofessionally trained teachers, of whom there are some 20,000, receive an intensive 9-month course before being sent to teach in rural elementary schools. Their formal training continues in a 45-day annual workshop at boarding schools and during Saturday inservice training sessions at their schools.

Secondary Schools

Teaching personnel for lower and upper secondary schools and the Makarenko Teachers Institute are trained at the three Institutes of Education, which have replaced the former Faculties of Education within the universities. The three institutes in operation (at the Universities of La Habana, Las Villas, and Oriente) offer sequences of 5 years of course work (in a combined upper secondary and postsecondary program) to qualify students for basic secondary and upper secondary teacher certificates. The admission requirement to enter the beginning year in these programs is the basic secondary school completion diploma. Programs are basically of two types—one to prepare teachers for the humanities and related fields, the other to prepare teachers for the sciences and mathematics.

Adult and Special Education

Teachers for adult education programs are generally required to have had basic secondary schooling. They usually receive pedagogical training in an Internal Training Seminar offering intensive general preparation for 2 or 3 months, and then in a Permanent Seminar held weekly thereafter. On-the-job instructors in adult education programs are usually agricultural or factory workers with 3 or more years of elementary schooling. They are given short, intensive courses and then instruct their fellow workers.

Special education teachers take 1 year of course work in training handicapped children and 10 months of evening classes after work.

HIGHER EDUCATION

The Universities

With enactment of the 1962 Higher Education Reform Law, all university programs were consolidated into three national universities: the Universidad de La Habana, the Universidad Central de Las Villas, and the Universidad de Oriente in Santiago. According to an official Cuban Government report these three universities enrolled some 68,000 students in 1975, a number considerably in excess of the approximate total enrollment of 23,000 in Cuba's prerevolutionary universities.

The Universidad de la Habana is the largest and still the most prestigious of the universities. It enrolls over 70 percent of all higher education students. Its departments include the Faculties of Humanities, Science, Technology, Medicine, and Agriculture and Fishing Science; the Institute of Economics; the Institute of Education for Training Secondary-School Teachers; and, in the parallel adult education program, the Faculties of Agriculture, Science, and Technology for Workers and Peasants. Each faculty consists of a number of schools. There has been a substantial drop in the Faculty of Humanities enrollment, and the Faculty of Law no longer exists. In 1959, 15.15 percent of the university's enrollment was in these areas.

The Universidad Central de Las Villas, located in Santa Clara, has approximately 4,000 students enrolled in the Faculties of Humanities, Science, Technology, Agro-Science, Medical Science, and Economics and in the Pedagogical Institute.

The Universidad de Oriente at Santiago offers comparable programs, but with a heavy emphasis on agricultural development and sugar production problems. Its enrollment is approximately 5,300.

Other higher education programs are offered at the separate Institute of Economics, the Andrés González Higher School of Fishing, a University Center at Camagüey (to become the University of Camagüey by Law 1294 of May 8, 1975), and university branches at agricultural, mining, and industrial work centers.

Administration

In 1964 the Higher University Council *(Consejo Superior Universitario)*, under which universities previously operated independently and autonomously, was replaced by the Centralized National Council of Universities, responsible to the Ministry of Education. At each university, the University Council *(Consejo Universitario)*, composed of faculty deans, has been replaced by the University Advisory Board, composed of faculty deans, the president of the Federation of University Students *(la Federación de Estudiantes Universitarios)*, a representative of the Union of Young Communists *(la Unión de Jóvenes Comunistas)*, and other members. Each university faculty (department) is organized in a similar manner.

A serious shortage of qualified university teachers continues, and advanced students are often employed to teach lower level students. It is claimed that this practice is a means of attracting more people to prepare for teaching positions in the universities. By Law 1295 of May 8, 1975, the categories of Professor, Associate Professor, Assistant Professor, and Instructor were established for the teaching and research staff of the universities.

Admission Requirements

University admission requirements have been standardized and, except for admission to upper secondary level programs in the Institutes of Education, all applicants must have (1) successfully completed a full pre-university secondary education program qualifying for university admission, (2) passed entrance exams, and (3) undergone a personal interview and exhibited the proper revolutionary attitude therein. Students who are accepted for study receive a small stipend for personal expenses. All tuition and boarding expenses are paid by the state.

Fields of Study

Enrollments in technology (including engineering), medicine, and the natural and agricultural sciences have jumped from 35.1 percent of total university enrollments in 1959 to 75.9 percent of the total enrollment in the three universities in 1970. There are now medical faculties at all three universities, and Cuba claims, despite heavy emigration, to have 1,000 more physicians in the country now than before the Revolution. Law programs have been greatly reduced at all Cuban universities.

Universities follow the policy of "universalization," or public service, through a work-study program under which students do practical work related to their specialties, not only for the educational value of the work, but also to enable them to contribute skilled manpower to economic production and social change efforts. Most medical and dental graduates give 2 years of voluntary service to the some 280 rural clinics *(policlínicos)* built since 1960 to offer free health services.

The percentages of students enrolled in all Cuban universities by faculties or major fields of study in 1959 and in 1970 were as follows:

	Percentage	
	1959	*1970*
Agricultural sciences	5.9	10.6
Economics	26.2	2.8
Education	25.0	16.0
Humanities	[1] 13.7	5.3
Medicine (including dentistry)	16.4	29.2
Science (including pharmacy)	5.2	13.1
Technology (engineering)	7.6	23.0
Total	100.0	100.0

[1] Includes law enrollments.

SOURCE: Cuba, Junta Central de Planificación. *Compendio Estadístico de Cuba*, 1970, table XII, pp 8-9.

ADULT EDUCATION

The Government has established a sizable program of education at various levels of the system for workers and farmers. Instruction is offered on farms and in factories, offices, and night schools. The special adult programs of elementary schooling are 3 years in length, followed by a 1-year secondary course, which is then followed by a 4-year university preparatory course given by the universities. Graduates may continue their education in vocational schools or may enter special sections of the universities' Faculties of Science, Agriculture, and Technology, or Institutes of Education.

In the 1962–74 period, approximately 650,000 adults graduated from adult education programs, including a record-breaking annual total of 95,000 for 1974. In 1975, some 413,000 adults were enrolled in educational programs, with secondary and post-secondary courses for workers and farmers showing the greatest rate of increase.

SOME RECENT DEVELOPMENTS

Pursuant to recommendations of Prime Minister Fidel Castro and in accordance with a Ministry of Education Resolution of January 1973, the Ministry's Center for Educational Development has formulated, with the assistance of Soviet educational specialists, a new "Comprehensive Plan for the Improvement of the Educational System." This Plan covers organizational, curricular, and programmatic changes for elementary, secondary, technical, and teacher education, and has received Government approval.

The proposed new Plan calls for a basic 6-3-3 pattern of elementary, lower secondary, and upper secondary education, with compulsory education through the 9th grade and projected through the 12th grade when conditions permit. Major goals of the Plan are stated to be creation through new programs of the necessary conditions for forming a Marxist-Leninist world view among students, raising their general cultural level, and providing them with vocational orientation and a high degree of education. On the basis of the Plan, a proposal for a new Basic Law of Education was under study in 1975. The further development of higher education was also being projected in 1975 on the basis of a prospective 1976–80 Five Year Plan.

Educational research has also received special attention in recent years under the direction of the Ministry of Education's Central Commission for the Planned Development of Research in Education. Dissemination of research reports and significant educational documentation and materials from Cuba and other countries and organizations is being facilitated by development of a national network of documentation centers under the Ministry's Center of Educational Documentation and Information, which is, in turn, part of the international network of national educational documentation centers encouraged by UNESCO's International Bureau of Education at Geneva.[8]

[8] Information in this section is based on Cuba, Ministry of Education, *op. cit.*, 1975.

Number of students and teachers, by level and type of instruction: 1974–75

Level and type of instruction	Students		Teachers
	Total	Scholarships[1]	
Elementary	1,923,290	46,089	78,451
Secondary:[2]			
General	337,524	136,092	26,504
Technical	80,171	52,599	6,122
Teacher-training	35,498	33,619	2,719
Total	453,193	222,310	35,345
Higher[3]	68,504	18,296	—
Special	11,582	3,607	2,392
Adult	413,847	1,946	26,668
Grand Total	2,870,416	292,248	142,856

[1] All students receive free tuition, books, supplies, and (when applicable) board; scholarship students receive in addition a cash supplement.

[2] Source does not indicate which schools are included in each category.

[3] Includes Institutes of Education.

SOURCE: Adapted from: Cuba, Ministry of Education. *Organización de la Educación, 1973–1975.* La Habana: the Ministry, 1975. p. 43.

SELECTED GLOSSARY

Spanish	*English*
Alfabetizmo	Literacy. A nationwide *alfabetizmo* (i.e., literacy) campaign was conducted in 1961.
Aprobado	Lowest passing grade in the educational system.
Aprovechado	Next-to-lowest passing grade in the educational system before 1960; after 1960, the intermediate passing grade.
Asignatura	Course, subject.
Bachiller	Title awarded upon completion of academic secondary schooling in the pre-university institutes.
Bachillerato	Name of the diploma that represents completion of academic secondary schooling in the pre-university institutes.
Brigadista	Secondary school or university student "alphabetizer" who left school temporarily to participate in training illiterates in 1961.
Bueno	Second highest passing grade before 1960; no longer used after that date.
Calificación	Grade.
Carrera	General program or major field pursued in university studies.
Círculos Infantiles	Preprimary child care centers for children 4 or 5 years old.
Colegio	Private academic secondary school; term used until about 1960.
Conciencia	A combination of revolutionary awareness, conscience, and commitment.
Desaprobado	Nonpassing grade given as a final mark with no further opportunity for repeating an examination failed or missed.
Escuela al campo	A secondary school program moved into the country for 45 days during the school year for work, study, and sports.
Escuela de formación y superación de círculos infantiles	School for development and training in child-care centers.
Escuela en el campo	A coeducational lower secondary boarding school established in rural areas.
Escuela normal	Teacher-training school for elementary school teachers.
Escuela primaria	Elementary school (grades 1 through 6).
Escuela secundaria básica	Lower secondary school (grades 7 through 10; grades 7 through 9 until the mid-1960's).
Externos	Primary schools caring for children from 6 a.m. to 7 p.m.
Federación de Mujeres Cubanas	Federation of Cuban Women.
"Hombre Nuevo"	Ideal new Cuban characterized by selflessness, *"conciencia,"* altruism, and love of labor.
Ingeniero	"Engineer"; title awarded for university studies in engineering.
Ingreso	Entrance; often refers to entrance exams for some level of schooling.
Instituto pre-universitario	Pre-university institute, the academic upper secondary school since 1960.
Integrado	One who through membership and voluntary labor demonstrates commitment to the Revolution.
Internos	Primary schools with boarding capability.
Maestro normal	Elementary school teacher. This title is given upon completion of the secondary level teacher-training program for elementary school teachers.
"Normalista"	Term commonly used by Cubans to indicate one who holds the title of *maestro normal.*
Nota	Grade or report slip for one subject.
Pedagogía	Science of education, pedagogy.

Perito ..... Title often used to denote completion of technical-school training.

Pre-columna ..... Rural work/study education program in the parallel nonformal school sector *(sistema educativa paralelo).*

Sistema educativo paralelo ..... The complementary or parallel nonformal educational sector offering vocational work-study and related programs for 13- to 16-year-olds unsuccessful in regular formal schooling; and also various adult education activities, including the Worker-Farmer Education program.

Sobresaliente ..... Highest passing grade.

Suspenso ..... Provisional failure, with the opportunity to take a make-up examination.

Técnico ..... Technician; title often given upon completion of technical secondary-school training.

Teque ..... One who supports the revolution in words, but not in deeds.

Título ..... Title; usually refers to a university degree or a secondary-school diploma.

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